



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2008  
Code: 11891452  
SAU: Woolwich School Department  
School: Woolwich Central School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 4

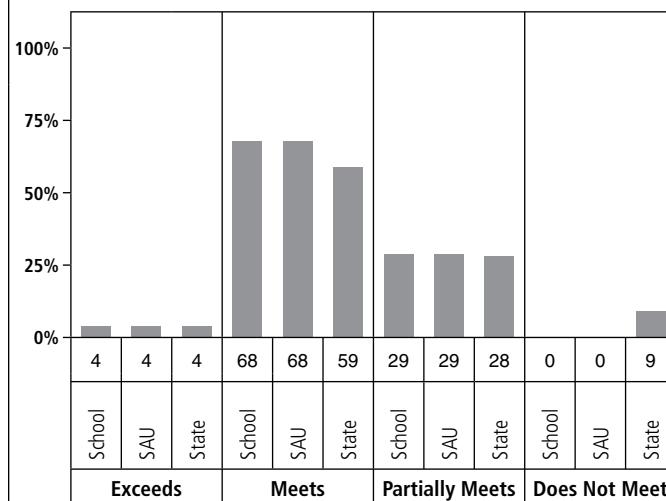
SAU: Woolwich School Department

School: Woolwich Central School

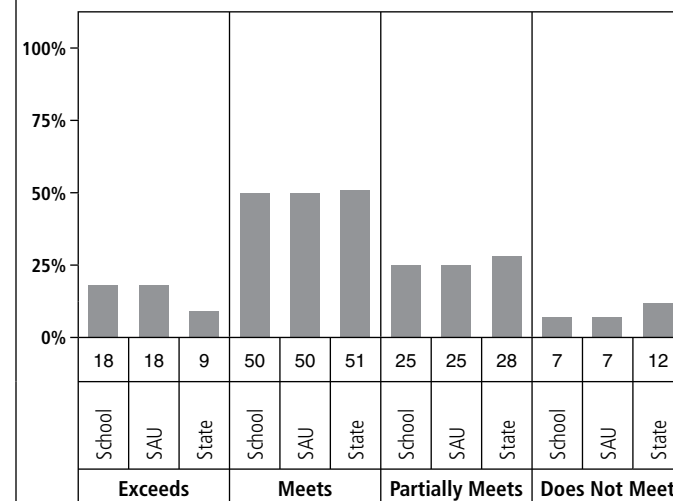
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	447	447	444
2006–2007	450	450	445
<b>2007–2008</b>	<b>448</b>	<b>448</b>	<b>445</b>
Cum. Avg. *	448	448	445
<b>Mathematics</b>			
2005–2006	451	451	444
2006–2007	449	449	445
<b>2007–2008</b>	<b>449</b>	<b>449</b>	<b>445</b>
Cum. Avg. *	450	450	445
<b>Science &amp; Technology</b>			
2005–2006	448	448	444
2006–2007	448	448	444
<b>2007–2008</b>	<b>449</b>	<b>449</b>	<b>444</b>
Cum. Avg. *	448	448	444

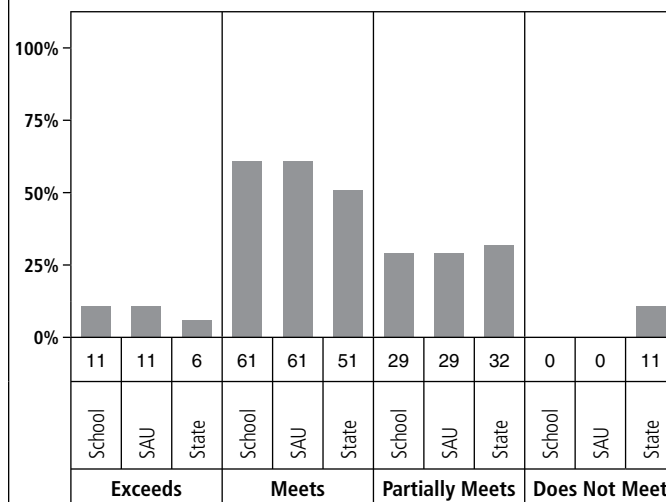
## ELA – READING



## MATHEMATICS



## SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 4  
SAU: Woolwich School Department  
School: Woolwich Central School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics						Science and Technology						School			SAU		
	School		SAU		State		School		SAU		State		School		SAU		State													
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Total number of students	28	100	28	100	14207	100	28	100	28	100	14181	100	28	100	28	100	14123	100	28	100	28	100	14115	99						
Ethnicity African American/Black	0	0	0	0	390	3	0	0	0	0	388	99	0	0	0	0	388	99	0	0	0	0	386	99						
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	2	7	2	7	263	2	2	100	2	100	259	98	2	100	2	100	262	100	2	100	2	100	262	100						
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98						
Caucasian/White	26	93	26	93	13282	93	26	100	26	100	13264	100	26	100	26	100	13205	100	26	100	26	100	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	6	21	6	21	2524	18	6	100	6	100	2514	100	6	100	6	100	2498	99	6	100	6	100	2494	99						
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99						
Economically disadvantaged	4	14	4	14	5587	39	4	100	4	100	5569	100	4	100	4	100	5538	99	4	100	4	100	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	24	86	24	86	10755	76	24	86	24	86	10730	76	24	86	24	86	10776	76						
Identified disability (PET/IEP)	2	8	2	8	375	3	2	8	2	8	374	3	2	8	2	8	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	4	14	4	14	3298	23	4	14	4	14	3267	23	4	14	4	14	3215	23						
Identified disability (PET/IEP)	4	100	4	100	2013	61	4	100	4	100	1998	61	4	100	4	100	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	0	0	0	0	1046	32	0	0	0	0	1023	31	0	0	0	0	987	31						
Participation through alternate assessment (PAAP)	0	0	0	0	126	1	0	0	0	0	126	1	0	0	0	0	124	1						
Identified disability (PET/IEP)	0	0	0	0	126	100	0	0	0	0	126	100	0	0	0	0	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 4  
SAU: Woolwich School Department  
School: Woolwich Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	2	7	2	7	601	4
	2006-2007	2	8	2	8	507	4
	<b>2007-2008</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>559</b>	<b>4</b>
	Cum. Total*	5	6	5	6	1667	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	18	62	18	62	7910	57
	2006-2007	20	80	20	80	8749	63
	<b>2007-2008</b>	<b>19</b>	<b>68</b>	<b>19</b>	<b>68</b>	<b>8308</b>	<b>59</b>
	Cum. Total*	57	70	57	70	24967	60
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	7	24	7	24	3970	29
	2006-2007	2	8	2	8	3467	25
	<b>2007-2008</b>	<b>8</b>	<b>29</b>	<b>8</b>	<b>29</b>	<b>3922</b>	<b>28</b>
	Cum. Total*	17	21	17	21	11359	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	2	7	2	7	1421	10
	2006-2007	1	4	1	4	1165	8
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1264</b>	<b>9</b>
	Cum. Total*	3	4	3	4	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	32.5	67.7	32.5	67.7	29.7	61.9
<b>Literary Text</b>	<b>24</b>	<b>50</b>	17.1	71.3	17.1	71.3	15.5	64.6
<b>Informational Text</b>	<b>24</b>	<b>50</b>	15.4	64.2	15.4	64.2	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: Woolwich School Department  
 School: Woolwich Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	28	1	4	19	68	8	29	0	0	448	28	4	68	29	0	448	14053	4	59	28	9	445
<b>Ethnicity</b>																						
African American/Black	0										0						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	2										2						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	26	1	4	17	65	8	31	0	0	448	26	4	65	31	0	448	13144	4	60	28	8	445
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	6	0	0	2	33	4	67	0	0	442	6	0	33	67	0	442	2388	0	29	44	26	437
No	22	1	5	17	77	4	18	0	0	450	22	5	77	18	0	450	11665	5	65	25	6	446
<b>Current LEP</b>																						
Yes	0										0						373	1	32	35	32	436
No	28	1	4	19	68	8	29	0	0	448	28	4	68	29	0	448	13680	4	60	28	8	445
<b>Economically disadvantaged</b>																						
Yes	4										4						5502	1	47	37	14	441
No	24	1	4	19	79	4	17	0	0	449	24	4	79	17	0	449	8551	6	67	22	5	447
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	445
No	28	1	4	19	68	8	29	0	0	448	28	4	68	29	0	448	14048	4	59	28	9	445
<b>Gender</b>																						
Female	11	1	9	7	64	3	27	0	0	449	11	9	64	27	0	449	6959	5	61	26	8	446
Male	17	0	0	12	71	5	29	0	0	447	17	0	71	29	0	447	7093	3	57	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						1890	0	37	46	17	439
No	28	1	4	19	68	8	29	0	0	448	28	4	68	29	0	448	12163	5	63	25	8	446
<b>Gifted/talented program</b>																						
Yes	0										0						266	21	74	4	0	456
No	28	1	4	19	68	8	29	0	0	448	28	4	68	29	0	448	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 4  
 SAU: Woolwich School Department  
 School: Woolwich Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	0	0	1	100	0	0	440	4	0	0	100	0	440	5	1	42	36	21	440
B. less than one hour	89	1	4	18	72	6	24	0	0	449	89	4	72	24	0	449	74	4	62	27	7	445
C. one to two hours	4	0	0	1	100	0	0	0	0	446	4	0	100	0	0	446	18	5	59	29	7	446
D. more than two hours	4	0	0	0	0	1	100	0	0	436	4	0	0	100	0	436	2	3	32	34	31	438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	36	0	0	7	70	3	30	0	0	448	36	0	70	30	0	448	30	6	63	24	7	446
B. They match some of what I have learned.	54	1	7	10	67	4	27	0	0	448	54	7	67	27	0	448	52	4	63	27	6	446
C. They match just a little of what I have learned.	7	0	0	2	100	0	0	0	0	448	7	0	100	0	0	448	12	2	46	37	15	441
D. There is no match.	4	0	0	0	0	1	100	0	0	436	4	0	0	100	0	436	5	0	33	40	26	437
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	39	1	9	7	64	3	27	0	0	450	39	9	64	27	0	450	35	7	66	20	6	448
B. good	54	0	0	10	67	5	33	0	0	446	54	0	67	33	0	446	51	3	60	29	7	445
C. fair	7	0	0	2	100	0	0	0	0	450	7	0	100	0	0	450	12	1	44	40	16	440
D. poor	0										0						2	0	23	47	30	436
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	21	0	0	4	67	2	33	0	0	446	21	0	67	33	0	446	19	2	46	34	17	442
B. about the same as my regular schoolwork	68	1	5	13	68	5	26	0	0	449	68	5	68	26	0	449	62	5	64	26	5	446
C. easier than my regular schoolwork	11	0	0	2	67	1	33	0	0	448	11	0	67	33	0	448	18	3	58	29	10	444
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I usually read.	4	0	0	0	0	1	100	0	0	438	4	0	0	100	0	438	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	61	1	6	9	53	7	41	0	0	446	61	6	53	41	0	446	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	36	0	0	10	100	0	0	0	0	453	36	0	100	0	0	453	33	7	68	20	5	448
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	11	0	0	2	67	1	33	0	0	446	11	0	67	33	0	446	18	7	64	22	7	447
B. 20 minutes to an hour	61	1	6	11	65	5	29	0	0	448	61	6	65	29	0	448	55	4	64	26	6	446
C. less than 20 minutes	21	0	0	5	83	1	17	0	0	448	21	0	83	17	0	448	14	2	53	33	12	443
D. I rarely read at home.	7	0	0	1	50	1	50	0	0	448	7	0	50	50	0	448	13	1	44	39	16	441
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	18	1	20	2	40	2	40	0	0	448	18	20	40	40	0	448	23	3	50	34	13	442
B. six to ten pages	29	0	0	6	75	2	25	0	0	447	29	0	75	25	0	447	25	3	60	29	8	444
C. eleven or more pages	54	0	0	11	73	4	27	0	0	448	54	0	73	27	0	448	52	5	64	24	6	446
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 4  
SAU: Woolwich School Department  
School: Woolwich Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	7	24	7	24	1294	9
	2006-2007	4	16	4	16	1054	8
	<b>2007-2008</b>	<b>5</b>	<b>18</b>	<b>5</b>	<b>18</b>	<b>1321</b>	<b>9</b>
	Cum. Total*	16	20	16	20	3669	9
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	14	48	14	48	7000	50
	2006-2007	14	56	14	56	7394	53
	<b>2007-2008</b>	<b>14</b>	<b>50</b>	<b>14</b>	<b>50</b>	<b>7079</b>	<b>51</b>
	Cum. Total*	42	51	42	51	21473	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	6	21	6	21	3784	27
	2006-2007	5	20	5	20	3729	27
	<b>2007-2008</b>	<b>7</b>	<b>25</b>	<b>7</b>	<b>25</b>	<b>3955</b>	<b>28</b>
	Cum. Total*	18	22	18	22	11468	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	2	7	2	7	1894	14
	2006-2007	2	8	2	8	1735	12
	<b>2007-2008</b>	<b>2</b>	<b>7</b>	<b>2</b>	<b>7</b>	<b>1642</b>	<b>12</b>
	Cum. Total*	6	7	6	7	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>15</b>	<b>31</b>	10.8	72.0	10.8	72.0	9.5	63.3
<b>Cluster 2: Shape and Size</b>	<b>14</b>	<b>29</b>	9.5	67.9	9.5	67.9	9.1	65.0
<b>Cluster 3: Mathematical Decision Making</b>	<b>5</b>	<b>10</b>	3.3	66.0	3.3	66.0	3.4	68.0
<b>Cluster 4: Patterns</b>	<b>14</b>	<b>29</b>	10.3	73.6	10.3	73.6	9.7	69.3

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: Woolwich School Department  
 School: Woolwich Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	28	5	18	14	50	7	25	2	7	449	28	18	50	25	7	449	13997	9	51	28	12	445
<b>Ethnicity</b>																						
African American/Black	0										0						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	2										2						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	26	5	19	12	46	7	27	2	8	449	26	19	46	27	8	449	13085	10	51	28	11	446
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	6	0	0	1	17	4	67	1	17	436	6	0	17	67	17	436	2372	3	31	36	30	436
No	22	5	23	13	59	3	14	1	5	453	22	23	59	14	5	453	11625	11	54	27	8	447
<b>Current LEP</b>																						
Yes	0										0						381	4	33	28	35	435
No	28	5	18	14	50	7	25	2	7	449	28	18	50	25	7	449	13616	10	51	28	11	445
<b>Economically disadvantaged</b>																						
Yes	4										4						5472	5	41	35	19	440
No	24	5	21	13	54	6	25	0	0	452	24	21	54	25	0	452	8525	13	56	24	7	448
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	448
No	28	5	18	14	50	7	25	2	7	449	28	18	50	25	7	449	13992	9	51	28	12	445
<b>Gender</b>																						
Female	11	3	27	5	45	2	18	1	9	451	11	27	45	18	9	451	6933	9	50	29	12	445
Male	17	2	12	9	53	5	29	1	6	448	17	12	53	29	6	448	7063	10	51	27	11	446
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						1890	2	34	41	23	438
No	28	5	18	14	50	7	25	2	7	449	28	18	50	25	7	449	12107	11	53	26	10	446
<b>Gifted/talented program</b>																						
Yes	0										0						266	45	49	5	0	461
No	28	5	18	14	50	7	25	2	7	449	28	18	50	25	7	449	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: Woolwich School Department  
School: Woolwich Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	0	0	0	0	1	100	426	4	0	0	0	100	426	5	6	34	33	27	438
B. less than one hour	89	5	20	14	56	5	20	1	4	451	89	20	56	20	4	451	74	10	52	28	10	446
C. one to two hours	4	0	0	0	0	1	100	0	0	440	4	0	0	100	0	440	18	10	52	28	10	446
D. more than two hours	4	0	0	0	0	1	100	0	0	430	4	0	0	100	0	430	2	5	33	28	34	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	46	2	15	7	54	2	15	2	15	447	46	15	54	15	15	447	38	13	56	23	8	448
B. They match some of what I have learned.	50	3	21	6	43	5	36	0	0	451	50	21	43	36	0	451	48	8	52	29	10	445
C. They match just a little of what I have learned.	4	0	0	1	100	0	0	0	0	452	4	0	100	0	0	452	10	4	35	39	22	439
D. There is no match.	0										0						4	2	25	33	40	433
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	32	3	33	4	44	1	11	1	11	452	32	33	44	11	11	452	35	16	55	20	8	449
B. good	57	2	13	9	56	5	31	0	0	449	57	13	56	31	0	449	48	7	52	31	11	445
C. fair	7	0	0	1	50	1	50	0	0	446	7	0	50	50	0	446	14	3	41	38	18	440
D. poor	4	0	0	0	0	0	0	1	100	426	4	0	0	0	100	426	3	1	29	36	34	435
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	18	0	0	4	80	0	0	1	20	444	18	0	80	0	20	444	15	4	38	33	25	439
B. about the same as my regular schoolwork	57	3	19	6	38	6	38	1	6	449	57	19	38	38	6	449	64	10	54	28	9	446
C. easier than my regular schoolwork	25	2	29	4	57	1	14	0	0	453	25	29	57	14	0	453	21	13	52	24	11	447
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	29	1	13	3	38	2	25	2	25	444	29	13	38	25	25	444	23	8	47	29	16	443
B. two or three days a week	36	0	0	7	70	3	30	0	0	447	36	0	70	30	0	447	36	11	54	27	9	447
C. two or three times each month	29	4	50	4	50	0	0	0	0	460	29	50	50	0	0	460	25	10	53	27	10	446
D. never or almost never	7	0	0	0	0	2	100	0	0	435	7	0	0	100	0	435	16	9	46	32	13	444
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										0						5	3	30	33	33	436
B. two or three days a week	14	0	0	1	25	3	75	0	0	441	14	0	25	75	0	441	19	8	50	30	12	445
C. two or three times each month	54	1	7	10	67	4	27	0	0	449	54	7	67	27	0	449	38	11	55	26	8	447
D. never or almost never	32	4	44	3	33	0	0	2	22	453	32	44	33	0	22	453	38	9	50	29	12	445
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	4	0	0	0	0	0	0	1	100	418	4	0	0	0	100	418	8	3	33	38	25	438
B. 30–45 minutes	18	0	0	1	20	4	80	0	0	442	18	0	20	80	0	442	27	6	48	33	13	443
C. 45–60 minutes	36	2	20	6	60	2	20	0	0	451	36	20	60	20	0	451	38	11	54	26	9	447
D. more than 60 minutes	43	3	25	7	58	1	8	1	8	453	43	25	58	8	8	453	26	13	55	23	9	448
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
Grade: 4  
SAU: Woolwich School Department  
School: Woolwich Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	1	3	1	3	751	5
	2006-2007	2	8	2	8	963	7
	<b>2007-2008</b>	<b>3</b>	<b>11</b>	<b>3</b>	<b>11</b>	<b>882</b>	<b>6</b>
	Cum. Total*	6	7	6	7	2596	6
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	20	69	20	69	7251	52
	2006-2007	16	64	16	64	6824	49
	<b>2007-2008</b>	<b>17</b>	<b>61</b>	<b>17</b>	<b>61</b>	<b>7130</b>	<b>51</b>
	Cum. Total*	53	65	53	65	21205	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	8	28	8	28	4514	32
	2006-2007	6	24	6	24	4382	32
	<b>2007-2008</b>	<b>8</b>	<b>29</b>	<b>8</b>	<b>29</b>	<b>4433</b>	<b>32</b>
	Cum. Total*	22	27	22	27	13329	32
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	0	0	0	0	1458	10
	2006-2007	1	4	1	4	1735	12
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1546</b>	<b>11</b>
	Cum. Total*	1	1	1	1	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	9.0	75.0	9.0	75.0	8.0	66.7
Cluster 2: Physical Sciences	12	25	8.1	67.5	8.1	67.5	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.9	65.8	7.9	65.8	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	8.3	69.2	8.3	69.2	7.6	63.3

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslg/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: Woolwich School Department  
 School: Woolwich Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	28	3	11	17	61	8	29	0	0	449	28	11	61	29	0	449	13991	6	51	32	11	444
<b>Ethnicity</b>																						
African American/Black	0										0						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	2										2						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	26	2	8	17	65	7	27	0	0	448	26	8	65	27	0	448	13080	7	52	31	10	444
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	6	0	0	3	50	3	50	0	0	441	6	0	50	50	0	441	2370	2	32	41	25	437
No	22	3	14	14	64	5	23	0	0	451	22	14	64	23	0	451	11621	7	55	30	8	445
<b>Current LEP</b>																						
Yes	0										0						379	1	25	35	39	433
No	28	3	11	17	61	8	29	0	0	449	28	11	61	29	0	449	13612	6	52	32	10	444
<b>Economically disadvantaged</b>																						
Yes	4										4						5470	3	41	39	18	440
No	24	3	13	15	63	6	25	0	0	450	24	13	63	25	0	450	8521	9	57	27	7	446
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	443
No	28	3	11	17	61	8	29	0	0	449	28	11	61	29	0	449	13986	6	51	32	11	444
<b>Gender</b>																						
Female	11	1	9	6	55	4	36	0	0	447	11	9	55	36	0	447	6929	6	49	33	12	443
Male	17	2	12	11	65	4	24	0	0	450	17	12	65	24	0	450	7061	7	53	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						1888	1	32	44	23	437
No	28	3	11	17	61	8	29	0	0	449	28	11	61	29	0	449	12103	7	54	30	9	445
<b>Gifted/talented program</b>																						
Yes	0										0						266	30	65	5	1	457
No	28	3	11	17	61	8	29	0	0	449	28	11	61	29	0	449	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: Woolwich School Department  
School: Woolwich Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	0	0	1	100	0	0	432	4	0	0	100	0	432	5	4	37	36	22	439
B. less than one hour	89	3	12	16	64	6	24	0	0	450	89	12	64	24	0	450	74	6	53	31	10	444
C. one to two hours	4	0	0	1	100	0	0	0	0	448	4	0	100	0	0	448	18	7	52	32	8	445
D. more than two hours	4	0	0	0	0	1	100	0	0	430	4	0	0	100	0	430	2	4	31	33	32	437
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	54	2	13	9	60	4	27	0	0	448	54	13	60	27	0	448	24	9	53	28	10	446
B. They match some of what I have learned.	36	1	10	6	60	3	30	0	0	451	36	10	60	30	0	451	49	6	54	31	9	445
C. They match just a little of what I have learned.	7	0	0	2	100	0	0	0	0	451	7	0	100	0	0	451	21	4	47	36	13	442
D. There is no match.	4	0	0	0	0	1	100	0	0	430	4	0	0	100	0	430	6	2	35	37	25	438
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	32	1	11	6	67	2	22	0	0	450	32	11	67	22	0	450	25	9	53	27	10	446
B. good	50	2	14	8	57	4	29	0	0	449	50	14	57	29	0	449	54	6	55	30	9	445
C. fair	14	0	0	3	75	1	25	0	0	448	14	0	75	25	0	448	19	3	43	40	15	441
D. poor	4	0	0	0	0	1	100	0	0	430	4	0	0	100	0	430	3	2	28	42	29	435
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	15	0	0	2	50	2	50	0	0	445	15	0	50	50	0	445	22	5	45	35	15	442
B. about the same as my regular schoolwork	56	1	7	9	60	5	33	0	0	447	56	7	60	33	0	447	62	7	53	31	9	445
C. easier than my regular schoolwork	30	2	25	6	75	0	0	0	0	456	30	25	75	0	0	456	16	7	52	28	13	444
<b>How often do you have science classes?</b>																						
A. every day	64	1	6	11	61	6	33	0	0	448	64	6	61	33	0	448	24	7	48	33	12	444
B. a few times a week	21	1	17	4	67	1	17	0	0	452	21	17	67	17	0	452	53	7	54	31	9	445
C. once a week	0										0						9	6	46	33	15	442
D. a few times a month	14	1	25	2	50	1	25	0	0	448	14	25	50	25	0	448	14	5	50	31	14	443
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	7	0	0	1	50	1	50	0	0	446	7	0	50	50	0	446	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	18	0	0	3	60	2	40	0	0	443	18	0	60	40	0	443	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	50	0	0	12	86	2	14	0	0	450	50	0	86	14	0	450	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	25	3	43	1	14	3	43	0	0	450	25	43	14	43	0	450	22	9	55	26	9	446
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											